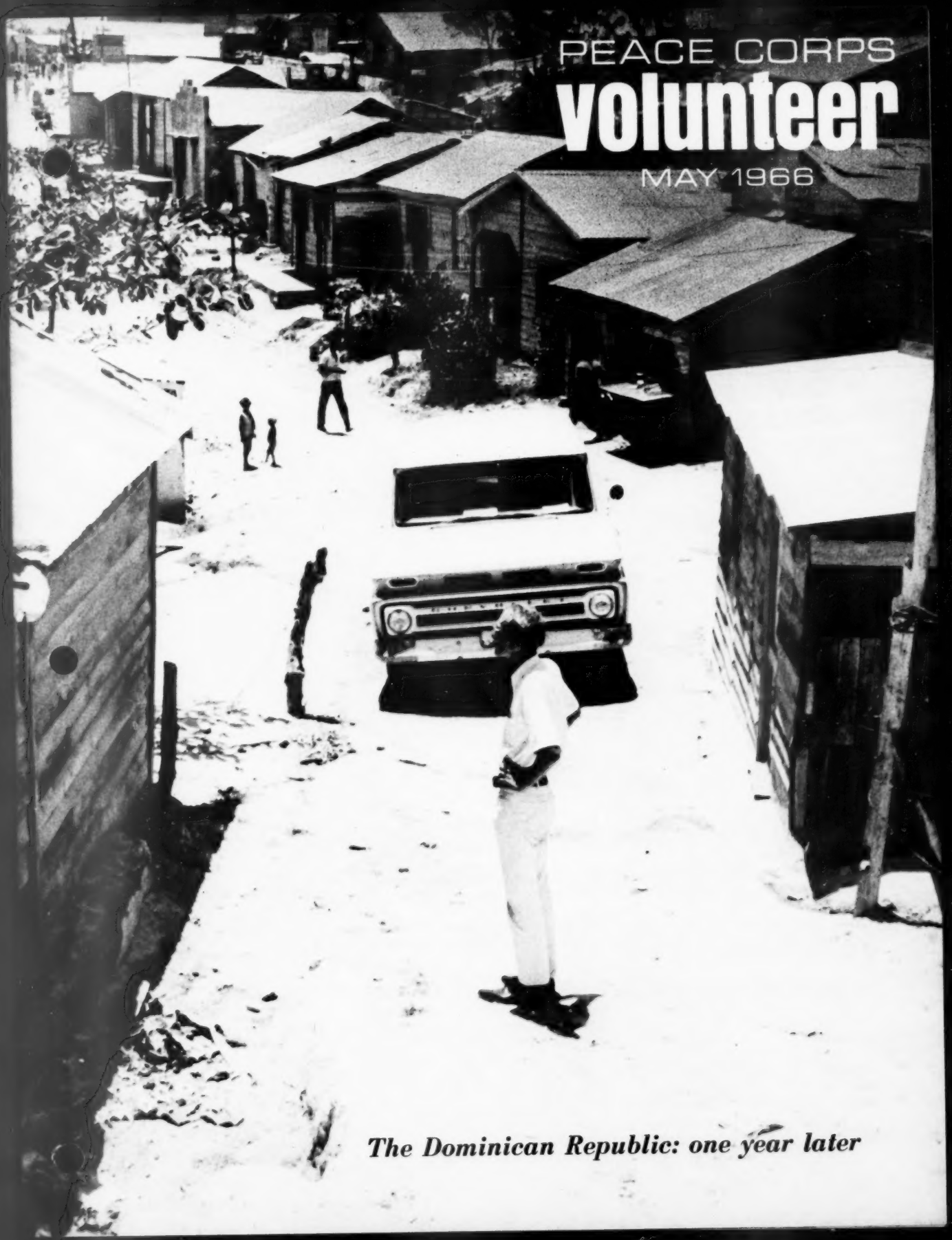


PEACE CORPS

volunteer

MAY 1966

The Dominican Republic: one year later

A letter from the director

Since President Johnson summoned Sarge Shriver and me to the White House to announce my appointment less than three months ago, I have had the pleasure of visiting many of you on three continents.

I received suggestions from many people during my trips. There was one suggestion, however, that was voiced by Volunteers, host country officials and Peace Corps directors in every country I visited. That suggestion is that the Peace Corps make it easier for Volunteers to extend their service.

"Just as Volunteers become most effective in their jobs, it is time for them to go home," and "The six months a Volunteer extends is as valuable as his previous 20 months," was voiced to me everywhere I went.

I agree fully with your own strong feeling that our job is to do as much as possible during the short time each Volunteer has overseas, and do it as well as possible. It is not realistic to think that this job will be accomplished within a set 21- or 24-month period. It would be unfortunate if any rigid policy should stand needlessly in the way of the completion of any vital task.

Since returning from Panama, the last stop on my tour, I have sent instructions to all Peace Corps directors to encourage the extension of Volunteer service. The major points include:

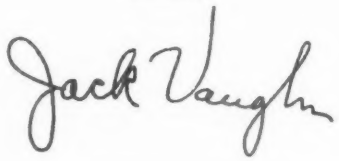
- We encourage the extension of Volunteer service where (a) the Volunteer is doing an effective job, and, in the director's opinion, he can continue to do an effective job during the proposed period of extension; (b) the Volunteer wishes to extend; (c) the appropriate host country officials want him to extend; and (d) the Volunteer conducted himself well during his initial tour, is soundly motivated in seeking the extension, and is in good health.
- The Peace Corps will pay round trip special leave transportation for Volunteers who extend for an additional year of overseas service instead of one-way transportation as heretofore. In cases where host countries have been paying one-way transportation, they should continue to do so, with the Peace Corps paying the other half.
- Special leave and round trip transportation will continue to be available only where the Volunteer will serve a full year after the *end* of special leave.
- Extension for the sake of filling a slot will not be granted. The Volunteer must be doing a valuable and effective job or he will not receive an extension.

When you find yourself near the end of your term of service, you are working effectively in your job, you know the language and you have a job to finish, I hope you will consider taking the necessary additional time before returning home.

It was a great pleasure to meet many of you on my trip. I plan to visit many more of you before you come home, and only regret that I can't meet and talk with each of you personally. You have the admiration and respect of all of us.

You have my best wishes and warmest regards.

Cordially,



Returned Volunteers sought for training programs

Returned Volunteers will play a larger role than ever before in this summer's training programs.

Current plans call for one returned Volunteer staff member for every fifteen trainees. With 7,500 trainees expected to train at almost 100 sites around the U.S., about 500 returned Volunteers will be staffers.

Jobs may include planning and supervising field work, serving as area or cross cultural studies instructors, language informants or discussion leaders.

The influx of returned Volunteers is part of a new effort to make use of their field experience for training purposes. "The returned Volunteer," says F. Kingston Berlew, Acting Director of University Relations and Training, "is the single most important element the Peace Corps can provide to training institutions, other than feedback and guidance."

Returned Volunteers often have not been fully utilized in past training programs, says Berlew, "partly because of the returned Volunteers' failure to understand some of the complexities of training and partly because of the training institutions' failure to utilize them meaningfully."

In an attempt to alter this pattern, this summer's crop of returned Volunteer staff members will be trained to train. A series of nine one-week seminars are scheduled to help returned Volunteers define and carry out their roles in training programs.

These seminars will be programmed by Peace Corps regions: three seminars for staffers working in Latin America training projects, three for Africa, and three for Asia and North Africa. Returned Volunteers will be divided into groups of about 50, each group attending one week-long seminar.

The seminars are slated to take place from May 29 to June 18. They will be held in three sites, organized by Peace Corps liaison officers and conducted by university resource personnel. Content will include techniques of leading group discussions and the review of case studies of returned Volunteers who worked in training programs.

Information on specific training projects may be obtained from Talent Search, Peace Corps, Washington, D.C., 20525.

India programs to expand

A massive new input of Volunteers is slated for India.

The 694 Volunteers presently serving there already comprise the largest country program in the Peace Corps. By late fall, the figure is expected to rise to 1,100 Volunteers. The effort involves major work in recruiting, programming and staffing.

The expansion is part of the United States response to India's mounting difficulties in food production and distribution. After meeting with Mrs. Indira Gandhi, Prime Minister of India, President Johnson told Congress that "we may stand, at this moment, on the threshold of a great tragedy. The facts are simple; their implications are grave. India faces an unprecedented drought. Unless the world responds, India faces famine."

The President ordered increased shipments of food grain and other commodities to help meet Indian needs. Though food production has risen 75 per cent over the past 15 years on the sub-continent, a relentless population growth coupled with drought conditions have minimized the gains of Indian agriculture.

In addition to the immediate alleviation of the famine threat, the President outlined a long-range aid program that will embrace the Peace Corps. In his message to Congress, Mr. Johnson said: "I feel certain that American agricultural experts would respond to an appeal to serve in India. Many of our younger men and women would especially welcome the opportunity."

Director Jack Vaughn announced specifics of the Peace Corps role during his recent visit to New Delhi. He prefaced his remarks by noting that "the operation of our organization in this country is a model of the Peace Corps idea in action."

More than half of all Volunteers working on the sub-continent next year will be engaged in some aspect of food production or utilization. Several new program ventures will be introduced, including projects in family planning and rodent control.

On his return to the U.S., Vaughn told the National Press Club that "the most urgent need the Peace Corps has at the moment is for skilled agriculture workers and farm specialists to aid India in solving its pressing problems of food production, marketing and general nutrition."

The Peace Corps has expanded its agriculture work in India over a four-year period. Poultry development has become one of the larger programs. Vaughn reported that during his visit Volunteers sold more than 40,000 eggs in one week and that thanks to Volunteer assistance in production and distribution, the price of eggs has dropped 50 per cent over the past two years.

The other side of the Indian picture is family planning. While most Peace Corps work will focus on agricultural assistance, one project calls for 55 Volunteers to serve in an educative, non-clinical family planning program.

The director said that "huge signs in English are posted all over India reading: 'Be Wise. Use the Loop.' (the Loop is a means of artificial birth control) But only three or four per cent of the people can read the signs, and they aren't the three to four per cent who need the advice." In his Press Club appearance, Vaughn called Indian efforts to promote family planning a "remarkable development" and said, "we're there to work for the host people, and delighted to cooperate with them. The Peace Corps is concerned with any major problem of the host country."

PCVs to Guyana

British Guiana, which will change its name to Guyana when it becomes independent May 26, will receive its first Peace Corps Volunteers in September.

Fifty Volunteers will teach math, science, physical education and commercial subjects to junior high and high school students. They will work in government schools in the capital, Georgetown, and in cities and towns along the Caribbean coast. Several Volunteer architects and engineers are slated to take part in public works projects later.

Guyana will be the 19th Latin American nation to receive Volunteers and the 52nd Peace Corps host country.

Volunteer held in wife's death

A Volunteer in Tanzania is being held by police in connection with the death of his wife.

Bill Haywood Kinsey, Jr. was detained in prison pending the outcome of a preliminary hearing on charges that he was responsible for the death of his wife, Peverley Dennett Kinsey, who was also a Volunteer.

Mrs. Kinsey, 23, died March 27 while rock climbing with her husband near Maswa, where the couple had been serving as Volunteer teachers for the past 15 months. The site is 90 miles southeast of Lake Victoria.

Kinsey reported that he and his wife were climbing on rocks while on a picnic, and that Mrs. Kinsey fell, suffering severe head injuries. He said that he climbed down to aid her, found her in a state of delirium, and restrained her to keep her from falling further.

After she was quiet, Kinsey said, he ran for aid.

Apparently, a crowd of local villagers witnessed these events. They thought Kinsey was trying to flee the scene, and restrained him.

Kinsey, 24, retained a Tanzanian lawyer to prepare his defense for the preliminary hearing.

The Kinseys met during training at Syracuse University and were married December 2, 1964, shortly before they went to Tanzania. Mrs. Kinsey, formerly of Riverside, Conn., was a graduate of Greenwich Academy and Mt. Holyoke College. She is survived by her mother, Mrs. Charlotte Woodall, and a sister, Mrs. Charles P. Staelin.

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In Santo Do m

Loren Bailey is a country-to-city Volunteer who has had some of the worst of both worlds. But he wouldn't trade Santo Domingo for any other spot on the Peace Corps map.

Across town, Pete Corey's front door no longer opens to barbed wire. but the scars of the Dominican civil war are etched in his memory. He has lost 40 pounds during nearly two years of service. His philosophy: "We all start out as idealists . . . you get shot at a few times, and you either compromise or quit. I compromise."

On the other side of the Ozama River, Lucy and Bill Friedman are relative newcomers to the troubled capital. They missed the war, but they are determined not to miss the peace. They have launched six major projects in as many months, and their practical education in political science is summed up in what Bill calls the "politics of recognition" for their neighborhood.

The physical distances among these Volunteers is easily measured on the street map of Santo Domingo. But the difference among their Peace Corps experiences is more easily measured in light years.

For Pete Corey, the veteran of the capital contingent, that experience has boiled down to compromise amid a series of contradictions. For Loren Bailey, it is watchful waiting for an occasional ounce of progress. For the Friedmans, it is sheer promise.

For these four Volunteers, the turbulent days of the 1965 Dominican

"You couldn't get 90 per cent of the Volunteers here to wo rk in capital. But you couldn't get me out." Loren Bailey in Santo Domi

n Republic: the work goes on

o mingo . . .

civil war are history. Their stories speak less of high drama than of the ordinary hopes and frustrations of Latin American urban development.

A year ago the Peace Corps made history by demonstrating that it could cross battle lines in war as it had previously crossed ideological lines in peace. Today, there are 8,000 troops of the Inter-American Peace Force in the Dominican Republic reminding everyone that the lines still exist. But they remain open today for the Peace Corps.

Corey says politics is a spoiler. Bailey says it makes little difference in his work. The Friedmans keep so busy that national politics is only incidental to them. A sampling of Volunteers in the Dominican Republic indicates that politics is everything, and nothing. It all depends on where you are stationed, what you are doing and, if you were there a year ago, how the war altered your life.

But the important thing is that the work of the Peace Corps is going on in much the same way it went on before the war. That work is inhibited by politics in perhaps a few locations, and according to Roberta Warren, associate director for the capital, Volunteer work in the city today is harder than it was before the war.

There are 81 Volunteers in the Dominican Republic, and plans call for 200 by the end of the year. The Volunteer role remains difficult, especially in Santo Domingo, but it is far from impossible.

Loren Bailey is a case in point. In fact, after a stint in the countryside, he asked for an assignment in the capital slums.

"The most vital thing is your attitude," he says. "The revolution got people thinking you can't work in the capital, which is the only thing that makes it difficult to work in the capital."

Bailey served in a rural project before hepatitis forced him home for eight months. He returned last year to pick up where other Volunteers had left off in a migrant *barrio* overlooking the Isabella River on the north end of town.

He lives in a small cubicle partitioned off from a clubhouse initiated by previous Volunteers, and his clients are 3,000 Dominicans who as newcomers to the city have inherited some of its worst real estate.

"I thought it would be harder," says Bailey. "I thought this was the place I would really have to perform." He didn't perform much the first two months. "Those months were a failure because I didn't identify—I was just here," he recalls. "Capital Volunteers draw a direct correlation between success and failure by their ability to relate to people. It's not the same in the country—people come to you. You can feel like you accomplish more in the *campo*."

Gradually, however, Bailey managed to reorganize the *barrio* club, and through it he has launched a series of small programs: a baseball team, a course in leadership, dance and domino parties. Then came construction of a walkway into the streetless *barrio* ("a big project for us"). He is hoping to link his club with similar groups in Santo Domingo, and over the horizon looms a school project for 2,400 youngsters in his and an adjoining *barrio*, who have no educational facilities.

For Bailey, who stays relaxed and thinks nothing about sitting under a tree and talking with Dominicans for four hours at a time, the major job is organizing some sense of community among the mostly unemployed inhabitants of the *barrio*, who have little in common save their proximity. He considers himself lucky for even the small progress he has made. But the name of his club indicates his ambition. It is called "Lovers of Progress."

Bailey's tiny room is pockmarked with bullet holes from last year's fighting, and his friends are often taken to debate the issues of war and peace in the Dominican Republic. Bailey says the "hardest thing is to keep out of politics," but he figures that his natural interests are saved by the nature of his job. "There is no connection between national politics and life in the *barrio*," he says. "Life would be no different here if there had been no revolution."

Downtown, Pete Corey would disagree in principle, if not in practice. Pete is the only Volunteer urban de-

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velopment worker who has had the same *barrio* as an address since before the revolution. During the war he was never far from La Fuente (The Fountain, his *barrio),* and since then he has seldom left it.

"There is nothing in this country that is apart from politics," he says, flatly. "But I don't talk politics except with close friends."

Corey completes service in three months, 40 pounds lighter than when he entered and wearing a new thatch of gray hair. "Wear and tear on myself?" he asks, rhetorically. "It's not worth it. But because I've got friends here, it will be tough to leave. I've enjoyed myself, and I really like the Dominicans."

"I don't feel that I've given as much as I've gained from the Peace Corps experience," he says. Even so, at this point he is not sure he would do it over again. "Two years wouldn't be worthwhile—it took me 14 months to be fluent enough to help the Peace Corps. I think I've helped the United States in that I've let the Dominicans know an American personally, but three-fourths of our effectiveness is our novelty."

He has worked extensively with the Dominican Boy Scout office, and his final effort will be translating the merit badge handbook into Spanish. Other than that, Pete Corey's optimism and priorities are focused on a group of 26 young boys.

Initially, Corey formed them into a Scout troop, but they failed to obtain official status. So he concentrated on their handicraft cooperative, helping the boys fashion cowhorns and necklaces and encouraging their marketing.

Alas, more frustration. When he decided to let them take over the entire operation, they promptly di-

Where does a former Volunteer from the Dominican Republic go after he finishes Peace Corps service? Back to the Dominican Republic, of course. Fifteen former Volunteers are now working for the Agency for International Development there, and two others are with the Foreign Service in Santo Domingo. That makes a ratio of one former Volunteer to every five present Volunteers in the country. Twelve of the seventeen Peace Corps graduates are returned Volunteers in the literal sense of the phrase—they spent their two years of service in the Dominican Republic. One of them explained the reason for his staying on in two words: "Unfinished business."

Bill Friedman and clients: water for a "forgotten people."

vided up the co-op profits; Corey despaired, but patiently re-explained the co-op principle. Now he has retired to an advisory capacity. "They're on their own," he says. "It's better that they get accustomed to work without me. They get mad, but it's got to be done."

On the opposite side of the river, Volunteers Lucy and Bill Friedman make home and headquarters in the back half of a grocery store. In the tempo of their operation and the mood of their community, they are a world apart from Corey's *barrio*.

Their sprawling, 100,000 person neighborhood, Las Minas, has a large middle-class element which the Friedmans have utilized in their efforts to bring education and services to the poorer precincts.

Their major efforts are concentrated in medicine and water. With the help of Dominican volunteers, nurses and doctors, Lucy is organizing a medical clinic and medicine co-op. Her vehicle has been a committee called the "Friends of Necessary Things." Money has been solicited, a site is available, a health campaign is underway.

Bill decided to obtain piped water for an adjacent barrio, where residents have had to walk up to 20 minutes to tap water from a public fountain. He inspired the community to plead their case with city officials, and did a bit of lobbying himself. The result: 500 meters of pipe is being laid into the *barrio*.

These projects are examples of what Bill Friedman calls "the politics of recognition." He wants his urban dwellers to attract attention in places where attention counts. He calls Las Minas "a forgotten community, the political backwater of Santo Domingo." Friedman says his role is "to try to give the politicians some reason to worry about Las Minas."

As second-generation Volunteers, the earnest and energetic Friedmans are trading in on the groundwork of their predecessors in Las Minas, for which they are grateful. But at the same time the projects are their innovations. In addition to water and the clinic, they are teaching English classes at home three nights a week, organizing a junior achievement club downtown, running art and sewing clubs, and helping develop a protein-rich baby food.

"We get depressed maybe once a week or so," says Bill, "but it doesn't last long."

Bill and Lucy Friedman at home. They live in the back half of this grocery store in a neighborhood that Bill calls the political backwater of Santo Domingo. Previous Volunteers paved the way for their projects.

And in the countryside...

"Sometimes I think of the tranquility of the countryside, but I wouldn't trade it for the *barrio*."

That is Anna Lou Shelton's perspective from her role as an urban community developer in Santo Domingo, and her attitude is shared by other Volunteers in the city slums. But it is not hard to find dissenters to that view in the Peace Corps in the Dominican Republic.

Art Johnson puts it bluntly: "I wouldn't go to the capital if you raised my salary $50."

That $50 represents a 50 per cent boost in living allowance in the Dominican Republic. But the raised ante would have few takers, for a majority of Volunteers are based in outlying cities or in farm communities, and a brief sampling indicates that they are happier outside the turbulent capital.

Which is not to say that tension, frustration and Dominican politics are necessarily less in the countryside. Art Johnson, who considered quitting after three depressing months in the mountains, testifies to that. The difference between Volunteer life in the country and the city is one of style rather than of substance.

Johnson is situated in a mountain valley 50 miles west of Santo Domingo. When he arrived last year in a nearby community the Dominicans couldn't figure out whether this strap-

"I hope to leave behind an idea that they can do something by themselves." Art Johnson with schoolboys at their project site.

ping six-footer had come to parcel out food or as a spy from Santo Domingo.

In fact, Johnson was a rural community developer, but for the first three months he recalls no development whatsoever. He floundered in attempts to engage rural Dominicans in forestation projects and an agrarian league. "My first three months as a Volunteer were a complete loss," he says. "I gained experience, but nothing else. I guess I just walked and walked."

Then, as the rugged Floridan puts it, "I was called." A school committee in nearby Savannah Largo invited him in to help them build a school. He has been at home there ever since, and now he can say: "I live like a king." Well, not quite, but the friendly atmosphere of the *campo*, where everybody knows "Voluntario Johnson," is a far cry from the early months of negation.

"Peace Corps experience? You never really know what it is until you've gone through three or four months," he says, "and even then it's still hazy. . . . I guess it takes some kind of philosophy—but it's mostly just talking to people."

"I was called here," he says, "and that was beautiful. I had much quicker acceptance, a big help, and it was good to put myself into something solid, something definite."

The school is definite. The community is building it and Johnson is advising. It is a new, expanded central elementary and junior high for 720 youngsters.

Johnson says the long arm of national politics occasionally reaches into his valley and slows his work. "The people get so wrapped up in politics that they forget everything else. The school would be further along without it." Johnson himself steers clear of the subject.

In any event, he figures his 12,000 cinder blocks will make a school building by the end of the year at the latest, and he has other irons in the fire ("the blues set in once in a while, and then I write letters or push myself harder so I won't think about it"). He has promoted regular community meetings, looks forward to forming an agrarian league, and hopes to bring a regular water supply to the *campo*.

"I don't know if I accomplish more," Johnson says, "but life is better. I'm doing what I can do. I hope to leave behind an idea that the people can do something by themselves."

Loren Bailey (see cover) and friend in the clubhouse. Bailey's thought: "Half the people saying 'Yankee Go Home' are just practicing English."

Grading: a Volunteer dilemma

Does the Peace Corps Volunteer teacher have to play the "grading game" according to host country rules? Or does he have the right, indeed, the self-obligation as a teacher to grade by his own guidelines, even if it means imposing his values on another society? Jonathan Pool, a Volunteer in Turkey, discusses these perplexing questions that face Volunteer teachers in many nations.

By **JONATHAN POOL**

One day last June, two Turkish colleagues and I were near the end of another day of oral exams. Occupying the entirety of every June, exams are given by a committee of three teachers to a parade of students seeking a middle-school or a lyceé diploma, or the right to continue attending school. With only two more examinees on our list, we were asking the simplest questions we could think of to a young man who had been suspended at least a year ago for poor scholarship. But it did not matter what we asked: the best he could do was to misunderstand our questions and give incorrect answers.

I looked into my colleague Ibrahim's eyes and asked, "E?" He seemed to give a consenting nodlet, as did the third teacher, so we let the boy go. As he rose from the table he blurted out, "Please, sir, I've been out of school two years now, with a job. . . ."

He left the room; we finished off the last two examinees, and then Ibrahim said, "Let's give these boys a break, O.K.?" He wrote a "5," the minimum passing mark, next to each name on the grade sheet.

"I'm sorry," I protested, "but while I can see the last two getting '5s,' the one before them knew nothing. If you thought he should be passed, the time to say so was when I expressed my negative opinion about him, not now." Thus we plunged into an argument about the boy's lack of opportunity on the one hand and, on the other, the fact that we were grading his English and that Ibrahim was trying to turn the process into a one-man show by writing down a passing grade after tacitly agreeing to a failing one.

The discussion had not lasted a minute when Ibrahim suddenly scratched out the "5," scribbled a "2" over it, threw the pen on the table, and said, "All right, have it your way if you want to kill the poor kid's future. You Volunteers have no idea about our problems in Turkey. The Ministry of Education ought not to give you the right to give exams and grades, and by George I'm going to make that recommendation." With this he dashed off his signature on the grade sheet and stamped out of the room.

This blow-up was the result of the discrepancy between theory and fact in the Turkish educational system. In theory, students who learn are passed, those who do not learn are failed. During end-of-the-year exams, all reference to the student's pre-exam proficiency or situation is prohibited. Even his own teacher must vote to fail a good student who forgets everything in the exam, or to pass his most despised pupil if he somehow manages to give the right answers to the examining committee.

But the fact? The partiality of the system begins in the 13,000 villages (out of 40,000) which still remain school-less. It continues with the students who try to struggle through a strenuous 14-subject classical lycée curriculum while manning a hoe or picking apples on their families' fields after school every day. Such a boy is almost bound to fail at least one of his 14 subjects, and, if he does, he repeats the whole year. If he fails one subject the next year, he gets a one-year suspension.

Hence the tendency to grade examinees, not only on the basis of how good their English is, but also how hard they have tried, how poor they are, and whether this is the only subject that they have failed, and therefore the key to their opportunity for further education.

There is no question about which type of grading is legal: if an inspector from the ministry happens to be sitting in on your exam and sees you introducing externally based evidence into the grading process, you can expect your name to be Mehmet Mud in Ankara.

There is, however, a question about which method is the "good" one. If breaking the law is bad, if giving examiners enough laxity to be able to reward the sons of the underprivileged is bad, and if harming the morale and/or respect for law of the students who see this going on is bad, then of course the legal method of grading is good. If perpetuating injustice and unequal opportunity is bad, then the illegal

system is good. Each Turkish teacher makes a choice between the two, and I have seen some pick one and some the other.

But it is a different matter when the Peace Corps Volunteer has to make the same choice. As an invited foreigner, he is not expected under current international etiquette to break the laws of his host country, and as a representative of sorts of the U.S. he could find himself embarrassing his country by getting an official reprimand from a ministry inspector. But as a Volunteer, dedicated to giving opportunity to those without it, he cannot get much satisfaction from seeing himself dish out failing grades to the poor and passing grades to the rich.

I leave the matter here, as a dilemma, for I have found no answer that satisfies me. The only thought I can offer is: perhaps Ibrahim was right. Perhaps grading is a normative process, and giving the Peace Corps Volunteer the right to grade means giving him the right to impose his values on another society. Maybe our efforts should be devoted to teaching, coaching and in other ways helping the underprivileged, and we should leave the evaluating, rewarding and punishing to the citizens of the country where we work.

—Pool wrote this article from his experience teaching in a small town in Turkey. He is presently assigned to Istanbul.

Peace Corps staff changes

Six top-level staff changes have been made at Peace Corps headquarters:

F. Kingston Berlew, Acting Associate Director for the Office of Peace Corps Volunteers, is entering private industry.

Donovan V. McClure, Associate Director for Public Affairs, has been appointed Peace Corps Director in Turkey.

Phillip D. Hardberger, Executive Secretary for the agency, has left to practice law.

Roger S. Kuhn, Director of the Division of Volunteer Support, is leaving the Peace Corps to teach.

Kuhn's successor is Robert L. Steiner, Peace Corps Director in Afghanistan.

Chester R. (Bob) Lane, Deputy Associate Director for Management has taken a job with the Office of Economic Opportunity.

Berlew's office, which coordinated the Division of Volunteer Support. Selection and Training, has worked itself out of a job. Director Jack Vaughn announced that these divisions have made "significant progress" under Berlew's leadership and that their directors will now report directly to Vaughn.

Berlew has served the Peace Corps since 1962, when he became Peace Corps Representative in Pakistan. After two years there he went to Washington, D. C., where he held the position of Deputy Associate Director for Peace Corps Volunteers until appointed Acting Associate Director a year ago. He will work as legal director at International Telephone and Telegraph Corporation's new London subsidiary for a branch being set up for the development of business in Africa and the Middle East.

McClure leaves for Turkey to take charge of a Peace Corps program that will soon have 700 Volunteers. He joined the agency in 1961 as an information officer and was Deputy Director of Public Information before serving as Peace Corps Director in Sierra Leone from 1963 to 1965.

McClure succeeds David E. Berlew, brother of Kingston Berlew, who in turn moves on to Ethiopia as director, succeeding Donald Wilson. Wilson has returned to private industry in the United States.

Hardberger was executive secretary of the agency for the past year. He was previously Director of Editorial Services and Deputy Director of Public Information. He returns to his home state of Texas to begin practicing law.

Roger Kuhn was a key figure in the Peace Corps in its earliest days, and has held major posts in the agency for the past five years. As Associate Counsel, he was instrumental in drafting the Peace Corps Act. Subsequently he was Deputy Director of the Division of Private and International Organizations and Deputy Director of the Africa Regional Office. He has been Director of the Division of Volunteer Support since October, 1964.

Kuhn has accepted an appointment to the faculty of the George Washington University School of Law.

His successor in the Division of Volunteer Support is Robert Steiner, whose Peace Corps career has been overseas. Steiner has directed the Peace Corps program in Afghanistan since 1962, and for the past three months he has also held down the job of Acting Director in Iran.

Bob Lane leaves the Office of Management to become an Associate Director of the Job Corps. He joined the agency's Division of Contracts in 1961, and later became director of that division. Last July he became Deputy Associate Director for Management.

Berlew

McClure

Hardberger

Kuhn

Lane

Steiner

Jack Vaugh
takes t

to meet Voluntee

Shoes off for a Bangkok luncheon: "My memories are blurred—no sleep and more no sleep, meetings in hotels and embassies, being upstaged constantly by Volunteers—the only upstaging I don't mind."

In a two-week tour, Vaughn met with most country directors and visited Volunteers in Tanzania, Ethiopia, Kenya, India and Thailand. Here the director strolls with Volunteers Robert and Susan Slattery and son, in Ethiopia.

ghn
es to the road

unteers . . .

Vaughn at a Volunteer reception in Addis Ababa: "Volunteers were not reluctant to tell me exactly what they thought; they would even slip me letters. Most of the notes I received expressed fear that allowances would be cut. Some are still too high."

At the Africa Peace Corps Directors' Conference in Nairobi, one staffer commented: "Vaughn's speech broke the ice with staff in Africa. They'd been apprehensive about him because he was new, they knew nothing about his policies, and he was essentially an L.A. man." For himself, Vaughn said: "In summary, I came away very reassured. I don't see any need for radical changes, I think, if we try to do better what we've tried before."

"Volunteers are so attractive. Everywhere I've gone I have been impressed by this. I don't know what it is about them—their behavior, their attitude, their dress. Perhaps it's how they act, how they speak. Maybe it's the nature of their commitment." Here Vaughn visits PCV Sam Boone's poultry project at Sahipur, India, a small agriculturally oriented village near New Delhi.

to meet staff . . .

"I'd like to see more staff women overseas," said Jack Vaughn when he reported on his trip to the Peace Corps Washington staff. At right, Associate Director in Ethiopia Jane Campbell introduces Percy, her pet lion cub, to Vaughn.

Vaughn chats with a Thailand official in a Bangkok palace. "The exchange Peace Corps met with great enthusiasm among host country nationals," said Vaughn.

to meet the

A small girl takes a bucket bath in the agricultural village of Sahipur, a poultry-raising area near New Delhi. "The schools, and the roads and the bridges and the eggs are means, not an end," says Vaughn. "The end we seek is a human one."

the people

Photos by Carl Purcell

Up a family tree

By **DAVID CLOSSON**

Somewhere, back in the long past, my ancestors lived in this great continent of Africa. From what part of Africa, north, south, east or west they departed (or more precisely, were taken) for other continents, who knows?

Recently this latter-day son of a lost tribe returned to the home of his past. While walking down the streets of a small town in eastern Uganda, I met a small lad who kept looking at me quite seriously. I went up to him and said:

"Good morning."

"Good morning, sir, how are you?"

"I am fine, thank you." His inquisitive eyes kept looking at me as if to say, "Just who is this African who looks like me, but speaks English like a *Mzungu?*"

Realizing that the lad didn't know just who, or what I was, I replied:

"Do you know where I am from?"

"No sir, I don't know where you are from."

"I am from America."

At this, clouds of doubt came into his eyes and he said very politely:

"Sir, you are not an American."

"I'm not an American; then what am I?"

"You are a *Nubian,* sir."

Indeed, the child is the father of man—a hint as to my cultural past.

The next day, fortified by my previous enlightening experience, I was trying to explain to another young lad what the Negro was, and his life in America. After I finished my discourse, he pondered for a while and asked me what tribe did I belong to. I explained to him that over the 300 years or so that the Africans had been taken to America, all of the tribal ties, traditions and customs had been lost. With a most apologetic look, he said, "I feel sorry for you, you have no family."

Having in the course of two days found a segment of my cultural roots, and then been told that I did not have a family at all, this latterday son of the lost tribes of Africa is still searching for those most elusive roots.

David Closson (West Chester, Pa.) has been teaching at Sebei College Secondary School, Tegeres, Uganda, since January.

You are a Peace Corps director. One of your Volunteers has just joined a local native secret society. You call the Volunteer into your office, and he is sporting a dark, frazzled beard, flowing robes and the society's secret ring. He is a week late for the appointment. You have heard that he has almost completely withdrawn from other Volunteers and has adopted local customs to the extent that he is uncomfortable away from his village. You ask him about the secret society, and he tells you it is a secret. You ask him what he's accomplished in the village, and he shrugs.

What do you do?

The above actually happened, and the answer is tucked away in the memory of the former staffer who handled the case. In the Peace Corps Information and Orientation Center there is no answer. Only the question. It is one of 150 case histories used to stimulate discussions among future staff members as to what they can expect overseas and how they might deal with it.

Peace Corps

Peace Corps staffers (facing from left) Kirby Jones, Charles Vetter (USIA), Ross Pritchard, Dan Sharp and Margaret Beshore participate in an orientation session for new overseas staff members in the Peace Corps Information and Orientation Center.

Many Volunteers think they know more about the Peace Corps than their directors do, and sometimes they are right. But the staff education gap is rapidly being closed by a former director who says his Volunteers were way ahead of him.

When Dan Sharp arrived in Cuzco, Peru to act as an associate director, he claims it was like finding himself in the middle of the Amazon River without a navigation chart; he had no idea of what he or his Volunteers could or could not do—there was no basis for comparison. "As a result, I felt that I did an inadequate job for at least the first six months," says Sharp.

From Peru, Sharp moved on to Bolivia as Acting Director and then returned to Washington, resolved to see what could be done to share the Peace Corps' four years of experience with new directors and staff members headed overseas.

The result is the Peace Corps Orientation and Information Center. And the director of this operation is Dan Sharp.

When he first presented his idea, says Sharp, he felt like a "community development Volunteer working within a host country trying to help a group recognize its 'unfelt' needs and do something about them." All there was then was a two-week series of lectures on Peace Corps/Washington, which one of its victims aptly described as sounding like a "good classical jazz record which had been played too many times."

Day Divided

Now, however, under the new orientation program, the recently appointed staff member will arrive at Peace Corps headquarters in Washington, D. C., to find his day divided among language classes, work with his

opens research lab

regional office, and orientation sessions.

Special materials are prepared for him. The first of these is a booklet describing the functions of each Peace Corps/Washington office and its relation to the overseas staff; this replaces the original two-week lecture series.

Case histories have also been written to spotlight issues that he might encounter.

For instance: what if you are a Peace Corps director, and you have a number of Volunteers working on a poultry project. They have been doing well—so well that egg production is at an all time high. The trouble is they have more eggs than they can sell. Your Volunteers have put all their eggs in one basket. What can you do now?

Or: A group of female Volunteers is working in a community development health education project in the capital city. You believe that in order for them to be as effective as possible, they should live with the people they are trying to help. The slums are loaded with criminals, say host country people; only two kinds of women would dare to live in them—nuns and prostitutes. What do you do?

Problem: Flood

Or: there is a flood in the northeast, and an epidemic is feared. A state of emergency has been declared. AID wants you to send ten public health Volunteers to the state governor for about three weeks. The governor is known to lean a little to the left, and there have been no Peace Corps Volunteers stationed in that area. Should you send Volunteers? How should you pick them? Can you take them away from their jobs for such a long period of time?

To date, there are more than 150 case histories—taken from the Office of Planning and Program Review, the Division of Volunteer Support, and evaluation files and experiences; they have been written by returned staff and Vounteers. They are all true Peace Corps stories (with names changed and identities disguised), but they have no "correct solution." They are exercises in looking at a problem and determining the alternative courses of action that will lead to an answer. They are written for discussion by the new staff members during sessions with discussion leaders like returned directors Ross Pritchard, Frank Mankiewicz and Harris Wofford; returned Volunteers; and Washington staff.

Each session is devoted to one of 25 topics dealing with major aspects of the overseas job: community development, Peace Corps relations with the country team (the U.S. Embassy, USIS, AID), marriage and pregnancy (in Peace Corps jargon—"mom" and "pop" or "memo on marriage" and "policy on pregnancy"), vehicles, allowances and reimbursements, and so on.

All the data concerning each topic is collected into a booklet along with excerpts from the director's memos to Volunteers, and other information.

The booklets are referred to as "blue books"—Sharp wanted a more dramatic color, something that wouldn't get lost amid the bureaucratic paraphernalia. The supply room answered his request with a bundle of baby-blue Peace Corps-jeep-color folders.

The Orientation and Information Center is also the beginning of a centralized library for all Peace Corps materials. As he browses through shelves and some still unpacked boxes, the new staff member, training officer, operations officer, recruiter, or evaluator can find minutes of Shriver's and Vaughn's staff meetings; copies of all memos sent to overseas directors on new Peace Corps policies; current articles about the Peace Corps; books, magazines, and pamphlets concerning the countries in which Volunteers serve and the types of projects in which they are engaged; termination conference reports; or letters from Volunteers or overseas staff wives.

"As a director," Sharp says, "you have to maintain a wide range of personal relationships. It requires establishing rapport with presidents and emperors, with *campesinos*, with Volunteers—who can be college activists, 75-year-old retired engineers, or A.B. generalists.

"We can share with the new staff member some of our past experiences —not to give him the answers, because each situation is different—but to increase his sensitivity to the people and their problems.

"This isn't a *training* program," he points out. "You can't teach a person to be a Peace Corps director—but you can equip a good man to do a better job by giving him some practice in problem-solving along with information about Peace Corps programs, experience and policy."

Need for Growth

The Orientation and Information Center needs to grow and to develop along with the organization. A constant flow of new material—new case histories, new ideas, new suggestions —is needed, or it will become just another library.

To prevent this, Volunteers and staff can send their ideas, conference reports, case histories to the center. They can send their memos or documents or letters which help answer questions like: why does one program succeed and another fail? How can an urban community development Volunteer be guided by the staff to do a better job? What can a staff person do when visiting Volunteers in the field to make the experience more useful both to him and to the Volunteer. And, for Volunteers, how can the overseas staff do a better job?

"College and two years in the Peace Corps were like kindergarten compared to this."

Full class participation: a new dimension in education to Cleveland school children under the direction of Phil Button, a former Volunteer in Ecuador.

By **JACK A. WILSON**

The above are the words of a 24-year-old returned Peace Corps Volunteer from Tunisia, who is now teaching in a Cleveland inner-city school and participating in a 2-year Master of Arts in Teaching program jointly sponsored by the Cleveland Board of Education and Western Reserve University.

Twenty-eight former Volunteers came to Cleveland Aug. 15, 1965, to begin training and orientation for the new school year. They represent more than 17 different countries of service, speak 10 languages, and have served overseas in a variety of positions ranging from lab technicians and geologists to elementary school teachers. They came here to learn about and to face one of today's most challenging educational problems—the urban school.

The background of the returned Volunteers varies greatly. Some had been back in the U.S. for more than a year; others only a matter of weeks. Some taught abroad for two years in elementary or secondary schools, while others taught only health or literacy classes. All had done some teaching during their Peace Corps experience. All hold B.A. degrees. All are interested in teaching, in urban school problems, and in providing quality education for all students.

Cleveland's returned Volunteers find

their job more difficult than they ever imagined. One girl who came into the program—having returned home only two weeks before from her teaching post in Africa says: "It's great, only I just can't catch up to the pace." Several have been unable to meet the demands of the job. One girl resigned after four weeks of school. "I guess I am not cut out to be a teacher," she said. "I love the kids, but I am unable to discipline them and gain good classroom control. I can't seem to meet them on their level."

Many of the program participants find their most difficult task to be one

Reverse culture shock in Cleveland

of discipline and class control. They are discovering that some of the skills they developed and used effectively abroad to gain respect and friendship among the people with whom they worked are not necessarily effective in the inner-city classroom. Empathy and identification with their students without the proper balance of professional distance is part of the problem, but establishing this professional distance and maintaining classroom control is difficult.

Many have noted the difficulty in creating motivation and interest in their contacts with young people as a striking change from their overseas experience. Many have found the job so demanding that there has been little time for study and even less time to be involved in neighborhood activities. The new awareness of the complexity of daily classroom preparation and the minor, yet important, time demand have fostered great introspection with respect to the individual contribution a teacher can make to urban America.

Sargent Shriver, on a recent visit, stated, "I am sure the same dedication which characterized their Peace Corps service will enable them to make an outstanding contribution to the Cleveland Public Schools."

But this dedication of which Shriver speaks is itself causing problems for the new teachers. They want and expect more of themselves than they are able to produce. They see their class preparation spread thinly over many areas without sufficient depth in specific subject fields. They see that they are not giving to each child the amount of special attention that they want to give.

Some are becoming more realistic about themselves and teaching. One teacher put it this way, "I haven't changed my mind about what I want to happen in my class and how, but I have decided that it may take longer than I would like."

The project idea was intiated and organized by Robert B. Binswanger, a former Peace Corps staff member and now executive director of the PACE Association, a non-profit citizens organization which is seeking to improve the quality of education in the greater Cleveland area.

The program sought returned Volunteers with college degrees, overseas teaching experience, and an interest in working in a large city situation with younger children. It was felt that with in-service education, plus credit school courses, tailored to the returned Volunteers, they would offer a unique reservoir of talent to the teaching staff of any large city.

The project was designed to provide an opportunity for more than 50 applicants to gain a master's degree within 21 months, while working for 2 successive school years as a full-time teacher. University credit was provided for orientation programs, and the heavy load of credit courses was to occur during the summer months. Unusual emphasis was placed on in-service education.

The returned Volunteers have been relieved of teaching art and physical education in order to free them for their university course work. Many of the required courses and seminars are designed only for them and their urban teaching situation.

One of the most fruitful and unique aspects of the program so far has been the initial credited orientation program which was taught by Cleveland Public School administrative personnel and geared directly to the curriculum used in the Cleveland elementary schools. The returned Volunteers found this program relevant and valuable for immediate use in the classroom. As one put it: "When I see one of the elementary supervisors from downtown running down the hall calling my name, I begin to think he is reliving the excitement of his own first year of teaching."

They are demanding similar relevance in their university course work, echoing the sentiments of other former Volunteers at the 1965 Washington conference; one said, "It becomes increasingly difficult to suffer highly theoretical or less than excellent instruction." Another expressed a sense of urgency about the society which he felt was not shared by many people in the academic community.

It is this sense of urgency and relevance which has motivated three of the new Cleveland teachers to temporarily drop one graduate course. One who dropped the course says, "I need the time now to spend on the things I need in the classroom today. Next summer I can be a full-time student. Now I would rather be a full-time teacher and that means reading about Negro history in my spare minutes since I am teaching it as part of my class work.

Cleveland's school superintendent Paul Briggs recognizes both the potential and present value of these teachers. "We are pleased with their performance so far. In fact, we have funds available for continuation and expansion of this program for next year. We want the best teachers possible for Cleveland children, and returned Peace Corps Volunteers are just one new source to which we are looking to find the best."

Jack A. Wilson was a Volunteer who taught for two years at the Industrial Academy, Suehn, Liberia. He is now working as a program assistant with The PACE Association, a private group interested in improving education programs in Cleveland.

Volunteer killed

Curtis Herbert Larson, 24, a Volunteer in Ecuador, was killed March 22, when a pickup truck on which he and a co-worker had hitched a ride went out of control and rolled off a mountain road near El Angel in Carchi province.

On his 1964 application to the Peace Corps, Larson responded to the routine query "What prompted you to ask for a questionnaire?" with the brief notation: "My conscience." He had worked with a credit cooperative group and had lived in San Gabriel, Ecuador, for the past 20 months.

Funeral services were held March 28 in Norcross, Minn. Larson's casket was donated by the people of El Angel.

He is survived by his parents, Mr. and Mrs. Herbert F. Larson, and two sisters.

DATA available

How do you make fly paper? Install, equip, maintain and manage a slaughterhouse? Get an autographed picture of Audie Murphy? Make raisins out of Concord grapes?

These are some of the questions that Peace Corps Volunteers ask a group of specialists in Palo Alto, Calif. called Development and Technical Assistance (DATA) International.

Since it was set up in 1959, DATA, an information clearinghouse, has provided technical solutions to more than 5,000 problems sent in by Americans overseas. DATA's "clients" include Peace Corps Volunteers, missionaries, business representatives and other volunteer agency personnel.

Upon receiving a request for specific information, DATA selects an appropriate specialist from its list of 1,700 consultants. These consultants, representing a wide range of professions, give free advice or instruction to the DATA office. DATA then forwards the information to the person who requested it. Peace Corps Volunteers alone have received answers to more than 350 queries through the organization.

Requests for technical information may be sent to: DATA International, P.O. Box 11757, Palo Alto, Calif. 94306.

LETTERS TO THE VOLUNTEER

More field training

To The Volunteer:

The Education Task Force Report strikes straight at the core of Peace Corps training problems. As a member of one of the more recently trained groups, summer '65, I can testify that my training program was guilty of all the ills mentioned in the report, the object of the "instead of . . ." style in which the report was written.

The best aspects of the report were those that called for seminars, self-selection, more emphasis on field work and a trend toward a serious curriculum. Why couldn't the whole training program be carried out in a field setting? For instance, Latin American urban Volunteers could train among Spanish-speaking Puerto Ricans or Mexicans in New York or Chicago for the full length of the training program. This would give trainees an opportunity for direct involvement, in a cross-cultural sense, in local community action programs. What could be a better language lab? Much more emphasis should be placed on studies of culture and the problems arising in a cross-cultural experience.

The report is good, but what chance does it have of being implemented, and how soon? You cannot afford to let this responsibility rest with university-run and university-site programs. Why not move off campus into the field setting and bring the faculty with you?

Robert Pearlman
Chimbote, Peru

One-year service

To The Volunteer:

I suggest that the Volunteer be given the opportunity to leave the Peace Corps after a single year's service. The Volunteer would have a chance to re-think uncritically his objectives in joining the Corps and compare them with an evaluation of his current situation, forming (most probably) a clearer panoramic view of his role within the Corps, in addition to strengthening his previous objectives.

There are others, however, who have not found Peace Corps service as imagined and would welcome the opportunity to pull out were they not left open to financial retribution and a (reputed) long series of interviews which may too often be both reproving and sententious. The Peace Corps, for its part, would obviously gain by removing dissonant chords playing out-of-tune with the current movement.

En toto, the Volunteer should not be held entirely responsible for signing a two-year contract to work within an area that even under the best of pre-jump-off training remains largely unknown.

The inherent disadvantage for any Volunteer leaving the Peace Corps after one year would be that he would be unable to depend upon his "incomplete" service as a reference for the numerous occupations that consider a successful Peace Corps tour as an important supplement to employe qualification.

Michael Hone
St. Thomas, Jamaica

First goal first

To The Volunteer:

I agree wholeheartedly with the ideas expressed by Robert G. McGuire (The Volunteer, March, 1966) concerning the necessity for concrete contributions to the non-Western world by the Peace Corps.

During the past 1½ years of my service here in Malaysia, I have periodically tried to justify my presence in this country. I have sometimes been assured by other Peace Corps Volunteers that the interpersonal, international and self-understanding gained by me and the host country nationals is significant achievement for a Peace Corps Volunteer and Peace Corps as an organization.

At one point, I felt that I truly understood the meaning of the word "idealist." I decided that I, who, in all honesty, came here to help in some needed way with the development of the country, guiltily deserved the title "wide-eyed i----."

It seems, however, that while most Volunteers leave many good friends

behind them when they return to America it is a bit foolish to assume that Peace Corps has fulfilled its obligations to the host country government and to the American tax-payer. If in 1976 the host country government can look back on little more than the headaches created by a rapidly expanding group of foreign volunteer workers, our friends' cries of "but they are such nice people" may not be heard.

Volunteers must stop rationalizing and concluding that interpersonal-international understanding is an end in itself. It is the means to an end. Without it, many well-meaning technical aid programs have failed in the past. Every Volunteer can and must make an effort to aid in the development of the country.

Until each Volunteer seriously considers the first objective of the organization "to contribute to the development of the country by supplying middle-level manpower" as his own personal goal, it will be idealistic and naïve to think the Peace Corps is a success.

KAREN WHITE

Jitra, Kedah, Malaysia

'War and peace' corps

To THE VOLUNTEER:

I read the March issue, and the comment by Congressman Ottinger about the Peace Corps being offered as an alternative to military service gave me an even bolder idea. I present it now with the qualification that I spent three years in the Army before coming into the Peace Corps.

The idea: a combined Military Service-Peace Corps Tour. An alternative to two years Peace Corps and/or two to three years military. It would consist of six months military training to give the individual proper perspective of military life, three months of regular Peace Corps training, two years of overseas Peace Corps action with all the normal prerogatives of a Volunteer, and three months military refresher to give him the same duty time as a reservist would have without being called to extra duty.

This would count as a three-year enlistment in the service, during the time of which the Volunteer may have to leave his Peace Corps work if war breaks out. He would get a salary equivalent to a soldier with periodic

(Continued on next page)

Memorandum

TO : The field DATE: May, 1966

FROM : The editors

SUBJECT: Counselors, Canadians and celibates

Robert W. Blackburn, a deputy director in the Somali Republic, has forwarded to Washington an answer to the need for overseas *staff* support: "Peace Corps/Somalia, scene of so many program innovations, now offers professional support to needy staff members. The snapshot shows Ranjit, COR for Staff Guidance and Counseling, interrupted in session."

□ □ □

In the Canadian University Service Overseas Bulletin, Alan Young, a Canadian volunteer in Uganda, reports few Africans can locate Canada on the map, and most of his students think he is an American. "When one school boy came up to me and asked if I in fact were a Canadian, I answered 'Yes' quickly, thinking I had at last found someone who was genuinely interested in Canada. The boy replied, 'Sir, do you have any Canadian stamps?" . . . As for Jean Guilmette—a volunteer teacher in Ghana who lives with a Peace Corps Volunteer—every experience is a "learning experience." Guilmette finds that even when riding down the road in a lorry he is able to be of benefit to Ghanaians. "The mothers profit by my ride to give their children a lesson in the natural sciences. 'Look at that *buroni* (white man).' And they point a finger at me. 'If you aren't good, that horrible man will carry you off."

□ □ □

Are Peace Corps Volunteers really ascetics in disguise? In an article on theology entitled "Is God Dead?" *Time* magazine states: "In search of meaning, some believers have desperately turned to psychiatry, Zen or drugs. Thousands of others have quietly abandoned all but token allegiance to the churches, surrendering themselves to a life of 'anonymous Christianity' dedicated to civil rights or the Peace Corps." . . . And what's more, in *Washington Post Book Week,* critic James O'Gara quotes from David P. O'Neill's *Priestly Celibacy and Maturity,* "The decision of the celibate does not, or at least should not, involve any denigration of sexuality or marriage; the dedicated celibate chooses celibacy so he can be free to love." Points out O'Gara: "Interestingly enough, the secular analogy Father O'Neill uses to illustrate the point is the Peace Corps worker."

LETTERS

(Continued from page 23)

raise in pay and grade, but during his Peace Corps work it would be banked for him as the readjustment is now, and he would get an in-country allowance on Peace Corps scale.

A person is faced with the problem of paying for college, serving in the military, and serving mankind. With this plan, he can do all three. He can save money for college through the military pay. He can be a trained reservist for military emergencies. He can be part of a hugely expanded Peace Corps program that would put into the field thousands upon thousands of young people from all walks of life.

Above and beyond all else, I believe in the basic decency of people given a moral responsibility. Many persons could be put to the task of helping others and most of them would help. Regardless of the percentage of bad apples, we could have 100,000 ambassadors of goodwill, or more.

CHARLES GRIFFIN

Punjab, India

City PCVs strike back

To THE VOLUNTEER:

As he anticipated, Dean Jungman is indeed very unpopular for his suggestion in a letter to THE VOLUNTEER (March, 1966) that the Peace Corps living allowance is "considerably" high in most countries. Lest Peace Corps/Washington should take him seriously, we must make known certain relevant facts which he omitted.

The Volunteer in Ecuador faces his most severe hazard in the field of health. Medical data have established that between 60 and 70 per cent of the Volunteers in this country become seriously affected by internal parasites at some time during their two years of service. No Volunteer can work effectively when so ill, nor should he be asked to jeopardize his good health for a lifetime. Mr. Jungman's diet of bread, bananas, rice and tap water makes for neither interesting nor nutritional fare.

The cost of living in Patate, Tungurahua (population 4,000), where Mr. Jungman is stationed, hardly compares to that in the larger towns and cities of Ecuador. Minimal rent alone in Guayaquil or Quito is likely to exceed by six or eight times the amount Mr. Jungman is paying. A diet of minimal nutritional standards costs two or three times as much in the larger population centers what it would in Patate. Transportation, church contributions, and incidental expenses in the cities are also considerably higher.

Mr. Jungman is an extraordinary person. If he can live "quite well" on half his present living allowance, we do not propose that his monthly savings of 1,000 sucres be confiscated. Peace Corps service should not be lucrative, but neither should it be a two-year virility test.

BERNIE FISKEN
MAL WARWICK

Ambato, Tungurahua
Ecuador

On cussedness

I would like to commend you on the issue of THE VOLUNTEER which reported the Cornell evaluation of the Peru project. It was the most realistic thing I've read in THE VOLUNTEER. There were other issues I enjoyed, but from a rather sentimental, romanticized point of view. ("Gee, maybe I ought to re-up and go to Sabah. It looks great.") But the point I would like to reinforce was their idea of the Volunteer having had work experience in this country before going overseas. Too often just plain human cussedness was explained as specifically Bengali cussedness. I'll admit I feel I'm pointing a finger rather than making a true confession. I was a librarian and could draw great parallels between the propensity to chatter and not get down to work between my Bengali and my American staff. The main difference was that as a supervisor I preferred to encourage my Bengali staff in their talk more than I did the staff in this country. The Bengalis were more interesting to me.

JEAN ELLICKSON
Returned Volunteer

East Lansing, Michigan

Volunteers cited

The 1966 Damien-Dutton Award for outstanding contributions to the conquest of leprosy was presented to the Peace Corps on April 6. Director Jack Vaughn accepted the award on behalf of Volunteers around the world.

The award is presented annually by the society named for two Roman Catholic churchmen who devoted their lives to the rehabilitation of leprosy sufferers. The Peace Corps is the first organization chosen to receive the award, which has been bestowed to individuals 13 times in the past. Last year's award was presented posthumously to President Kennedy.

The Peace Corps was selected to receive the award because of Volunteers' work with leprosy sufferers in ten countries.

Staff wife dies

Mrs. Margaret Smith, wife of Kellogg Smith, Associate Peace Corps Director in Bangalore, India, died of heart failure March 29, in Bangalore.

Mrs. Smith, 41, was a native of Cincinnati, Ohio. In addition to her husband, she is survived by her daughter Seely, a stepbrother and a stepsister. Cremation services were held in India. Her husband is a former editor of THE VOLUNTEER.

Magazine available

The English-language magazine *Sunshine*, published in India, is seeking to expand its growing circulation among Volunteer teachers. The monthly social studies and current events publication is aimed at the 11-to-15-year-old reader. Subscriptions are $2 per year, with special rates for bulk orders, and may be obtained through *Sunshine*, 6 Parvati Villa Road, Poona, India.

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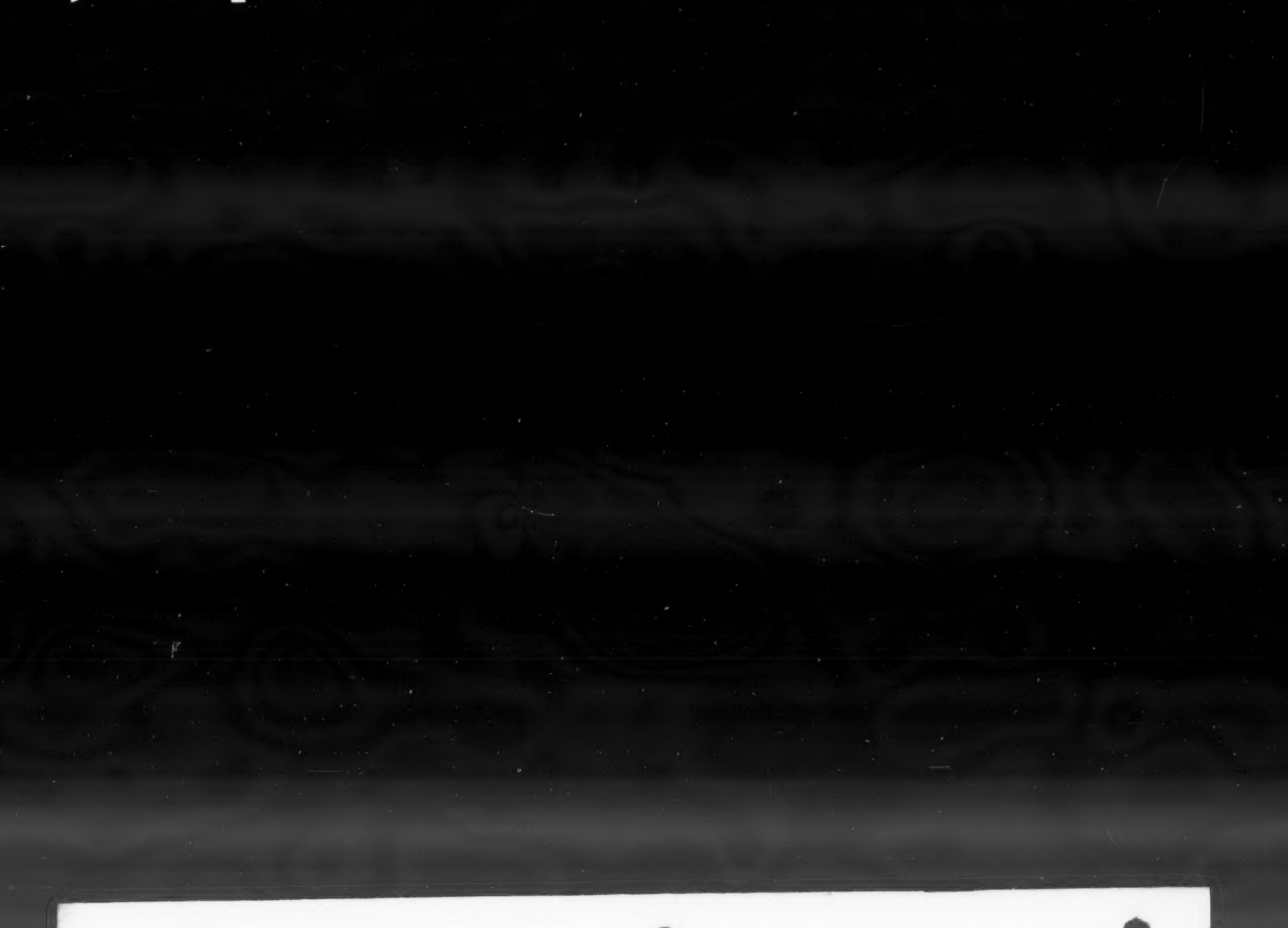
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